

The Catholic Library World

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THE CATHOLIC LIBRARY ASSOCIATION

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No. 3

MID-WINTER CONFERENCE AT MUNDELEIN COLLEGE, CHICAGO, DECEMBER 28, 29

Rev. Max Satory, librarian of Saint Mary's College, Winona, Minnesota, has been appointed chairman of the mid-winter conference which will be held at Mundelein College, Chicago, on Monday and Tuesday, December 28 and 29. The Chicago meetings are always largely attended. The enthusiasm manifested has never been surpassed. A treat is in store this year. Father Satory is an energetic leader, and the success of the general program is a foregone conclusion. Full details of this program will appear in the December issue. To date Father Satory reports:

Place: Mundelein College Auditorium.

Dates: December 28 and 29. Sessions at 9:30 and 2:30.

Theme: The Catholic Literary Emergence.

Aim: Coordination of opinions into concerted and positive plans of action in aiding this emergence.

Plan: Consideration and discussion of cooperative effort in the Catholic Literary Emergence from the viewpoint of publisher, author, librarian, pastor, teacher, and general reader. There will be papers presented by representatives of each of these groups showing the place of each in this emergence and its relation to librarians in furthering it. An interesting and practical program is assured.

FIRST MEETING OF SIOUX CITY GROUP HELD NOVEMBER 7

The first of a series of planned meetings to be held by the Sioux City unit of the C.L.A. took place at Briar Cliff College, Nov. 7. Sister M. De Lourdes, librarian of the college, graciously welcomed the enthusiastic librarians of that vicinity. The chairman of the meeting was Brother Adolph Kalt, S.M., of Trinity College. Brother Kalt and Sister De Lourdes have been the moving forces behind these meetings, and gratifying results are already in evidence.

The chief topic of discussion at the November get-together was a more extensive and a more intelligent use of material available at the Public Library.

PROFESSIONAL TRAINING FOR CATHOLIC LIBRARIANS*

To many it may seem rather out-of-date to speak of the need of training for librarians, especially for those who are connected with schools. To one who has witnessed the vast changes for the better which have gone on in our schools during the past quarter century, it must seem strange to hear that school libraries have been neglected in the process of change. Yet one need not travel far to see that such is the case, not only in backward regions but in some of the most advanced centers and communities. To cite one piece of evidence out of dozens—David Spence Hill states in his recent work on *The Libraries of Washington* [D.C.] that he found "men and women . . . employed in libraries who lack the threefold necessities of broad schooling, library technique and personal qualifications needful in the responsible position of any librarian in touch with the public and modern student mind." Few will question the standards of broad schooling, library technique and personal qualifications to be expected in the librarian, especially where it is a question of a school library, but the number of cases where such standards are not met is very large. The process whereby a member of the school staff who does not fit into the regular order of things, because of lack of proper training or of a disagreeable disposition, is "made librarian" still goes on; and the school suffers immeasurably thereby. It is rather difficult to see why such conditions persist, but as long as they do persist, let us have constant and consistent propaganda against them.

Position of Librarian

The librarian occupies a unique position in the school; no teacher comes into contact with so many of the students and no one else has the opportunity of being quite so helpful. But students will receive little help from one who has been made librarian because either age or inability or disposition has made him or her unfit for the classroom. Let it be clear that age itself is not a bar to success, for we have all known many who remain ever young, bringing into their advanced years the same interest, enthusiasm and intimate touch with the affairs of students which characterized their earlier years. Nor does lack of formal training in library schools necessarily mean that an individual will not be successful as a librarian; many of the best librarians in the world have entered upon their work without such preparation. But however

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John M. O'Loughlin

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BOOK WEEK

November 15th marks the beginning of the eighteenth anniversary of Book Week. This has become a national institution which is being touted to greater magnitude each twelvemonth. There is a possibility that the thing might be overdone. The commercial aspect of the idea is assuming greater proportions annually. After all, there are good books for children to read 52 weeks in the year, and the efficient librarian is on the job just as enthusiastically in spring, summer and winter as in the fortnight preceding Thanksgiving. It is very well, indeed, to emphasize the importance of good books in the development of the child. This importance, however, lessens not as weeks carry the child further from the middle of November.

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It is gratifying to note the number of local conferences scheduled for the month of November. The multiplication of such gatherings means the multiplication of members, which in turn means a larger C.L.A. to do more good among Catholic librarians. The effectiveness of our organization in the library profession is limited by the size of our membership. As our numbers increase, our usefulness will be more far-reaching. Local meetings sow the seeds of library-mindedness among prospective members.

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Miss Minna Berger, librarian of the Paulist Circulating Library, San Francisco, has the thanks of the editor for a copy of a list of "One Hundred Recommended Books."

WHAT SHALL OUR CHILDREN READ?

SR. M. AGATHA, O.S.U.

Perhaps it were more pertinent to ask: What may our children read? In the matter of literature it is just as necessary that we observe the laws of the Church with regard to children's reading as it is imperative to do so in the field of adult literature. The "Roman Index of Forbidden Books," like all official documents of the Church, is in Latin, but Father Betten, S.J., has a Commentary on the Index in English. (It is published by the Loyola Press, Chicago, 1925.) This excellent explanation of the mind of the Church on forbidden books should be in the hands of every Catholic librarian, teacher, priest, and spiritual director.

In these days of behaviorism and atheism we, the guardians of youth and the educational guides of millions of innocent boys' and girls' virtue, should take to heart the advice of the Apostle about giving scandal to Christ's "Little Ones."

Not all books and authors declared dangerous to Faith and morals are indexed in Father Betten's pamphlet, but the principles laid down by the Church for safeguarding the deposit of Faith are very clearly explained therein and can be easily applied to each one's individual problem.

What, then, may our Catholic children in Catholic schools, or out of them, read? Are we taking adequate advantage by utilizing the Catholic press in carrying on our work as Catholic educators? We are under the moral obligation of developing in our future fathers and mothers a taste for Catholic literature. We can easily do this if we use the Catholic paper as supplementary reading and for oral reports. Then, too, there are our Catholic book reviews. Periodically, these excellent helps for spreading a knowledge of Catholic print are to be found in nearly all of our Catholic magazines and newspapers. Too many of our text books are written by neutrals who are far from truthful, when not positively false, in their treatment of Catholic subjects.

It was Dr. Conde B. Pallen who, just before his death, declared that "even the neutral geography is a baneful influence." "The people of South American countries are a degraded, superstitious people, a benighted race." What is the inference? By using these secularized texts our children are kept in ignorance of the truth, the facts.

Impelled by the natural force of hunger for books, youth will read something.

Of bad books there are two types: the thrilling tale of impossible adventure, weak, sentimental and enervating, neither strong enough to incite to action, nor direct enough to inculcate high and noble ideals. The other is the positively ugly, vicious story told in bombastic style presenting false standards of life and morals, killing Faith and stifling all spiritual instincts.

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PROFESSIONAL TRAINING

(Continued from Page 17)

numerous these may be, it remains unfortunately true that the great majority do not rise to the opportunity presented, but make a rather poor job of it. Moreover, those who have succeeded without formal training are the first to say that by training one will learn more effectively, more speedily, more surely, and more economically. For formal training brings into the compass of a few months contacts with new and exact information, competent and experienced teachers, and selected and tried processes in library work; years of diligent private application, especially in the small library, can hardly be a substitute.

Attitudes

What does formal training bring to the librarian? Probably the first thing to be derived is a new attitude towards the work. When the American Library Association began its work a half century ago, libraries were quite aloof from the ordinary reader and quite difficult of approach even for the scholar. A radical change from this state of affairs has come about, due very largely to the efforts of the A.L.A.; and one of the chief reasons for the success of that organization was the fact that it impressed upon the library profession the conviction that it was their duty not simply to keep books but to make their treasures available to the largest number at the least cost. This meant that the profession would have to gird themselves for the task of selecting and caring for good books, of providing suitable quarters and facilities for service, of revealing to readers everywhere the attraction of books, and of preparing themselves to render intelligent service and information apart from the matter of passing out books. In other words, it was their task to bridge the distance between readers and books, and to do so with intelligence, speed and courtesy. A far cry indeed from the librarian who was especially concerned about keeping his books securely under lock and key.

Techniques

Perhaps more to the point of the value of formal training is the acquisition of the knowledge and technique for rendering service more efficiently. There are definite techniques and methods adopted by the profession for such service which must be mastered by the successful librarian: such as cataloging, classifying, filing, assigning subject-headings, and using reference tools. One of the common objections levelled against such techniques, especially in small high-school libraries, is that the small size of the collections hardly warrants the adoption of complicated and costly processes. This objection contains, among other things, the fundamental error of asserting that these processes are either costly or complicated when quite the opposite is true. At any rate, at some point or other, the processes will be adopted, so that any delay increases the cost. Moreover, the objection ignores

completely the more harmful feature entailed in neglecting modern processes, i.e., the school so doing is not giving to the student the training which it professes to give. This is a rather serious matter, and it should be well understood. Colleges and universities take it for granted today that the incoming freshmen are acquainted with the ordinary library tools,—that they can use a card catalog, that they know at least the elements of filing, that they have some knowledge of the interrelation of subjects, and that they are able to use the common reference tools, such as the *Readers' Guide*, the encyclopedias and dictionaries, and the various indexes. It is true that during the first few days of the fall session freshmen in the higher institutions are taken on a tour to the library, but such tours are never intended to give the student a training in the use of the library. Without such training the student is under a severe handicap which may dog him throughout his school career; yet in a recent survey of some sixty colleges and universities, it was found that before their arrival at the college six out of every ten freshmen had never used a library catalog; less than fifteen out of one hundred knew the meaning of the term "Dewey classification"; only one out of five had used magazine indexes. Here is abundant evidence that many high schools are not giving their students the training required to fit them for advanced studies.

Book Selection

Formal training helps the librarian in the matter of book selection, one of the commonest, yet not one of the simplest, tasks. Selection means far more than avoiding improper or valueless books. It means the choice of such books as will be best adapted to the needs of the particular group which the library serves, whether it be the grade school, the high school, or college. Selection means the proper recognition of child, adolescent, and adult psychology. It is not necessary to have a special training in psychology for this task, but it is necessary to know and to follow the principles of that science if one is to select the books which will be at once attractive and of profit to the reader. The words of an able Superintendent of Schools illustrate the spirit which should characterize the selector of books: "I have always thought that the children in this Archdiocese were deserving of the best which the genius of editors and the art of publishers could provide. I have a certain happiness in realizing that they are now working with the best tools that money can buy, and I believe they are buying the books for less than the old ones."

The library school offers the librarian many things to aid in the matter of selection. First of all, the schools are conducted in institutions where there are large collections of books; and it is only in the presence of a large collection that one can best gain an appreciation of the relation of one book to other books, of the vastness of the literature in the various fields of learning, and of the importance of the sev-

eral parts which go to make up those fields. Secondly, the student is trained in the principles of selection under teachers of experience who have learned to know books, the book-trade, and the readers of books. If one is to depend on the occasional visit of the book agent or the publishers' catalogs, he will miss many of the books best adapted to his clientele and will also miss many of the economies which are possible for one who knows the trade. There are numberless hints for the selector and buyer of books which are readily learned through the common experiences brought together in a library school; these result not merely in a saving of money but in an enrichment of one's library with worth-while books.

Moreover, many school librarians are now faced with a problem that is comparatively new,—provision for adult education. Because of the recent and rapid development of this institution, the wise librarian will be very circumspect in providing for it. A course of training, dealing with the nature, extent, and ramifications of adult education, will probably lead to economy as well as to efficiency.

Confidence

Formal training produces a confidence in one's work which will hardly be acquired in any other way. Librarians are forced to absorb a great deal of criticism under the best of conditions; it is a real compensation to know, while under the fire of criticism, perhaps of some eminent member of the faculty, that one's methods and practices are standard and approved.

The Profession

Training in a library school usually has the effect of bringing the librarian into contact with the profession. This is possible for those who are not trained, but experience seems to be against it; the proportion of those with training to those who are without it on the rolls of the national, state, and local library associations leaves no room for argument on this point. This condition of affairs exists, too, in spite of the numberless benefits to be derived from such contact; these benefits have been so adequately set forth by Mr. Rogge in another paper that they need not be repeated here. However, in view of the benefits, the aloofness seems to be occasioned only by a lack of knowledge of the work of such organizations. The growing need and importance of cooperative work among libraries should prompt efforts at making contacts through the various associations of librarians. If the majority of the outstanding Catholic colleges and high schools of the country find it worth while to hold membership in the American Library Association and the Catholic Library Association, it is difficult to see why so many others hold aloof.

Probably the factor which will cause more prompt and definite action in this matter will be the action of the several states in requiring trained school librarians. All interested in schools know that such requirements are imminent and will welcome them as working standards. How will these requirements

affect Catholic universities, colleges, and high schools? The distant Catholic past reminds us that we were once the librarians of western Europe, that churches and monasteries and schools were not to be found without libraries although they often lacked bread, that the sacredness of the book was not only a tradition but an inspiration, and that the use of the books was one of the chief concerns of the community. This devotion to books is one of the most prominent characteristics of our Christian inheritance. Have we lost our heritage, or have we reasons today to be proud of the libraries of our schools?

F. A. MULLIN.

Catholic University.

* Paper read at St. Louis Convention.

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CATHOLIC LIBRARIANS OF NORTHERN OHIO TO MEET AT JOHN CARROLL UNIVERSITY, NOVEMBER 27

Invitations have been sent to Catholic librarians of northern Ohio to attend a conference at John Carroll University, Cleveland, on Friday, November 27, the day after Thanksgiving. Mr. Frank T. Suhadolnik, librarian, is sponsor of the meeting whose purpose is to get acquainted and discuss mutual problems. This is the first conference of its kind in the district, and it is expected a large number of librarians will participate. Papers on administrative and professional aspects of library work will be presented with the definite objective that Catholic librarians in attendance will derive practical profit.

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SECOND MEETING OF MILWAUKEE UNIT ON NOVEMBER 14

The second local meeting of the Milwaukee unit was scheduled for November 14. As the WORLD went to press, Sister M. Ildephonse, librarian of Messmer High School, was busy making final preparations for the conference.

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FALL MEETING OF MINNESOTA-DAKOTA UNIT SCHEDULED FOR NOVEMBER 27

The College of St. Catherine Library School, St. Paul, Minn., will be the scene of the fall meeting of the Minnesota-Dakota unit on November 27. The meeting will open with Mass in the chapel of Our Lady of Victory. All sessions will be held in the Library School. Sister Cecil, C.S.J., is in charge of the splendid program whose general theme will be "Book Selection in the Catholic High School."

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Our readers will hail the resumption of Mr. Willing's column, "Among the Pamphlets." The energetic librarian of St. Thomas College, Scranton, is a recognized authority on Catholic pamphlet material. At the present time he is preparing a complete index to American Catholic pamphlets.

CHILDREN'S READING

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These make heroes of criminals, outlaws and vagabonds. The titles are learned from the current programs of the movies. The imaginative element is thus excited, and the venturesome character is lured on by the sensational appeal. The same undermining influence is at work in magazines of a questionable character which are permitted to lie around the home. If constructive influences were brought to bear upon the children in the home, their ability to discriminate could be developed to the point where the lurid story would cease to appeal.

Can literature be taught? If so, where should the process of teaching and learning begin? Conservatives tell us that only that literature which has come down through the ages is worthy of being taught. Radicals declare for contemporary literature which will acquaint the child with the thought of his own day. Others, again, hold that the middle course is the wisest because only in this way can the child reap the benefit of the old and the new literature.

Any material offered to the young cannot be commonplace; it must offer something more than bare facts; it must be limited to child experiences; it must have simplicity and beauty of form: it must be basically true and, above all, it must enable the child to project himself into the hidden thought and relieve as many individual experiences, under as many different conditions, as may appeal to him. This means that we cannot allow children to hear anything and everything that is written for them by their elders; any casual tale may not be allowed to seep into their innocent souls and lodge there only to spring up in later years with fruit the very opposite of that we wish them to bear.

When we consider the good results our Catholic education should have on our children, we cannot overlook our important duty to give our boys and girls an appreciation of the reading habit through which in after life they will find comfort in trial, inspiration in doubt, and constant progress in thought and intelligence.

Aside from the grace of the sacraments and prayer no influence can be compared with that which pupils will receive from our imparting to them an appetite for serious reading.

Let us, teachers, foster the inborn love of reading in ourselves so that our fondness for it may give others a contagious love of worthy books.

"Books more to man than friends

Form of his life apart;

They fashion mind and heart,

To suit their ends."

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The College of St. Catherine Library School has an enrollment of twenty. There are eleven Sisters representing seven different Orders.

NEW BOOKS

THE PRO PARVULIS BOOK CLUB

Selections for October

Boys, 10—14 Years Old

Heyliger, William. *The Mill in the Woods*. New York: Appleton-Century. \$2.

This veteran American writer for school-boys gives his eager readers a new book full of action in a New England woods, dark mystery, and bright idealism.

Girls 10—14 Years Old

Weber, Mrs. Lenora Mattingly. *Rocking Chair Ranch*. Illustrations, by Joseph Stahley. Boston: Houghton Mifflin. \$2.

Into this story of the Haydens of Rocking Chair Ranch far out in the West, come the twins, Bandy and Ben, twelve-year-old Joe, little Skipper-Anne, who was the special charge of the Blessed Mother, and also such interesting grown persons as All-Along Smith, Murdock the cow-hand, and old Mary-Martha with the rosary of Job's tears.

Children Under 10

Lamplighter. *A Week of Communions*. Frontispiece. 88 pp. New York: Sheed. \$1.

By a nun of the Holy Child is this beautiful and appropriately-written book of guidance in mental prayer for children from ten to fifteen; in the first part seven complete meditations for a week's Communions are set down, while in the second and third parts similar sets are given, but drawn less completely, this with a view to encouraging the child to formulate the meditation for himself.

Bliss, Geoffrey, S.J. *A Retreat With St. Ignatius*. 12 full page illustrations by Caryl Houselander, 80 large pp. New York: Sheed. \$1.25.

Twelve leading themes from the Exercises of St. Ignatius are treated in this wise: the child is to gather what meaning he can from the picture on the theme, next to read the explanation provided, and then study the picture again.

CATHOLIC BOOK CLUB

Selection for November

Chesterton, G. K. *The Autobiography of G. K. Chesterton*. With a dozen portraits from babyhood onward. 386 pp. New York: Sheed. \$3.

Supremely witty, wisely ordered, and rich in interesting detail is this complete life of the great Catholic leader, who finished its composition just three months before his death in June.

SPIRITUAL BOOK ASSOCIATES

Selection for November

Lippert, Peter, S.J. *Job the Man Speaks with God*. 250 pp. Translated by George N. Shuster. New York: Longmans. \$2.50.

A new type of spiritual literature from the pen of a German Jesuit whose radio discourses are Sunday events in Munich. The book is in the form of a dialogue between God and the "Man Job," who is not an individual person but the representative of all humanity.

BIBLIOGRAPHY

Lenhart, Rev. John M., O.M. Cap. *Pre-Reformation Printed Books*. New York: Joseph F. Wagner. \$1.

The facts about the zeal, skill, and learning of the printers of the period from the invention of printing to 1520, contradicting the false impression that excellence in printing came only after the Reformation.

PHILOSOPHY AND RELIGION

Hull, Ernest, S.J. *Love, Courtship and Marriage*. Preface by Most Rev. Archbishop Goodier, S.J., St. Louis: Herder. \$1.25.

An English priest discusses with thorough academic knowledge Christian principles and spiritual ideals of love, courtship, and wedded life.

Martindale, Rev. Cyril C., S.J. *Christianity Is Christ*. 320 pp. New York: Sheed. \$2.50.

An "omnibus" volume of five courses of fine sermons by the prominent English convert, the units being "Christ Is King," "The Kingdom of the World," "The Wounded World," "The Creative Words of Christ," and "The Cup of Christ."

Noonan, John P., S.J. *Principles of Law and Government*. Chicago: Mentzer, Bush.

A valuable compilation of excerpts on the philosophy of jurisprudence and politics as found in the writings of Aristotle, Suarez, Hamilton, and Burke, the last being given special opportunity to expose his plan of the State as an organic unity.

Pinsk, Dr. Johannes. *Christianity and Race.* New York: Sheed. \$1.

A provocative analysis of the psychology of race and its implications in the process of Christianization.

Vonier, Dom Anscar, O.S.B. *A Key to the Doctrine of the Eucharist.* London: Burns, Oates & Washbourne.

Abbot Vonier, high among writers of theology and apologetics in England, gives this profound yet attractive treatment of the place in the economy of the supernatural life held by the Eucharist.

Weinrich, Rev. Franz Johannes. *And Pilate Wrote a Title.* Translated by Rev. Joseph W. Grunder. St. Louis: Herder. \$2.50.

An unusual and stirring treatment of the Passion of Our Lord in which His friends and foes in the Gospel narrative are made to speak their inmost thoughts concerning Him.

LITERATURE AND CRITICISM

Farnham, Prof. Willard. *The Medieval Heritage of Elizabethan Tragedy.* Berkeley, Calif.: University of California Press. \$5.

An erudite and readable exposition which indicates plainly the Catholic heritage in Elizabethan literature.

Feeney, Rev. Leonard, S.J. *Song for a Listener.* New York: Macmillan. \$1.25.

It is always a pleasure to listen to the songs of Fr. Feeney. In these poems, as in previous groups, the author's humor and understanding of human frailty are feelingly manifested.

Timmermans, Felix. *The Triptych of the Three Kings.* Translated by R. L. Ripperger. New York: McFarlane, Warde, McFarlane. \$1.

By an eminent Flemish novelist, this tale gives the adventures, merry and with unexpected supernatural turns, of three peasants acting their traditional play of the Wise Men.

Madeleva, Sister M. *The Happy Christmas Wind and other poems.* Paterson, N. J.: St. Anthony Guild Press. 50c.

A group of delightful poems apropos of the Yuletide season. This book would make an excellent little Christmas gift.

HISTORY AND TRAVEL

Boyne, William D. *Knock Shrine.* Galway, Ireland: O'Gorman Printing House. \$1.

The history of the famous shrine of Our Lady in County Mayo, Ireland, from the first apparitions in 1879, to which are appended records of the cures deposited to.

Jackson, Joseph Henry. *Mexican Interlude.* Illustrated. New York: Macmillan. \$2.50.

An account of a motor trip to the capital of Mexico, wholly objective and quite straightforward in presenting the sad conditions obtaining in that country.

BIOGRAPHY

Birch, John J., M.S. *The Saint of the Wilderness:* St. Isaac Jogues. Foreword by Rev. John J. Wynne, S.J. New York: Benziger. \$2.

A biography from the pen of a non-Catholic admirer of the heroic missionary of the Indians.

Goldstein, David. *Autobiography of a Campaigner for Christ.* Boston: Catholic Press Campaigners for Christ.

A complete account of the activities of the Jewish convert, David Goldstein, both as a campaigner for socialism in his early days and as a successful missionary for the Faith for over twenty years during which he has been addressing all kinds of audiences, especially from his autovan.

Pritchard, Anne. *A Short Life of St. Francis of Assisi.* London: Burns, Oates & Washbourne.

A judicious adaptation of the classic biography by St. Bonaventure.

Sister of Charity. *Sister Miriam Teresa (1901-1927).* New York: Benziger. \$2.

Written by a companion-religious at the request of the Superior is this life of a remarkable young member of the Sisters of Charity, Convent, N. J., who exemplified in a high degree the virtues she proposed to religious in her volume "Greater Perfection."

Maynard, Theodore. *The Odyssey of Francis Xavier.* New York: Longmans. \$2.50.

This latest biography of Xavier, written by one of the leading Catholic poets of our day, will undoubtedly run into several printings. Theodore Maynard has skillfully related the heroic odyssey of Francis Xavier.

AMONG THE PAMPHLETS

Bandini, Albert R. *Angels on Horseback;* a critical review of the pamphlet "Begone Satan" (by C. Vogel, q.v.) which relates an alleged case of demoniacal possession occurred at Earling, Iowa. People's Publishing Co., 40 Columbus Ave., San Francisco, 1936. 20p. 15c.

Holds that the theories expounded in the pamphlet are altogether outrageous and absolutely contrary to sound Catholic doctrine.

Catholic Faith based on the Catholic Catechism as drawn up by His Eminence Peter Cardinal Gasparri and edited . . . by Rev. Felix M. Kirsch . . . and Sister M. Brendan. . . P. J. Kennedy, 1936. Part Two. 151p. 30c.

Catholic Students' Mission Crusade. *Catholic Action and Catholic missions.* The record and addresses of the 9th national convention . . . Dubuque, Iowa, Aug. 6-9, 1935. C.S.M.C., Crusade Castle (Linwood), Cincinnati, Ohio, 1935. 74p. \$1.00.

Official convention report. Illustrated.

Chesterton, Gilbert Keith. Four selections bearing on his thesis that those who doubt the mind's power of taking hold of reality thereby lose every other hold on reality, and must yield to men who know that they can know. Sheed & Ward, 1936. 32p. 25c.

With a portrait and biographical sketch.

Dawson, Christopher. Twelve selections bearing on his thesis that religion is the dynamic element in culture. Sheed & Ward, 1936. 32p. 25c.

With a portrait and biographical sketch.

Franciscan Missionaries of Mary. *Hymns for the liturgical seasons.* The Author, 399 Fruit Hill Ave., North Providence, R. I. 1936. 106p. Apply for price.

Collection of 114 hymns, including 19 Latin hymns with translation. No musical notation.

Hoffman, Ross. Four selections bearing on his thesis that only Catholicism can restore vitality to the human mind and human society. Sheed & Ward, 1936. 32p. 25c.

With biographical sketch and portrait.

Hoornaert, Rodolphe. *The Breviary and the Laity.* Liturgical Press, Collegeville, Minn., 1936. 120p. Apply for price.

Advocates lay use of the breviary.

Hügle, Gregory. *The Spotlight on Catholic Church Music.* Answers to the most common inquiries addressed to *The Caecilia* "Question Box" each month during 1933 and 1934. McLaughlin and Reilly, 1935. 118p. Apply for price.

Kite, Elizabeth S. *Catholic Part in the Making of America.* Short stories about great events, one for each week in the year, 1565-1850. For use in Catholic schools. The author, 715 Spruce St., Philadelphia, Pa., 1936. 105p. 50c.

McNeill, Leon A. *The Means of Grace,* by Rev. Leon A. McNeill and Madeleine Aaron . . . St. Anthony Guild Press, 1935. 250p. \$0.50 for study club ed.; library ed. \$1.00.

"An enriched course of instruction on the sacraments, the Holy Sacrifice of the Mass, the sacramentals and prayer, in the light of the doctrine of the Mystical Body of Christ."

McNeill, Leon A. *The Way of Life,* by Rev. Leon A. McNeill and Madeleine Aaron. . . St. Anthony Guild Press, Paterson, N. J., 1936. 245 p. Study Club ed. \$0.50; library ed. \$1.00.

"An enriched course of instruction on the commandments of God, the precepts of the Church and the external destiny of man, in the light of the doctrine of the Mystical Body of Christ."

Maritain, Jacques. Five selections bearing on his thesis that the philosophy of Aristotle and St. Thomas meets a permanent need of man and is capable of development without end. Sheed & Ward, 1936. 32p. 25c.

With portrait and biographical sketch.

Noyes, Alfred. Nine selections bearing on his thesis that at the end of every line of thought the human mind is confronted by God. Sheed & Ward, 1936. 32p. 25c.

With portrait and biographical sketch.

Pius XI, Pope. *Improper Motion Pictures.* Encyclical letter. Paulist Press, 401 W. 59th St., New York City, 1936. 24p. 5c.

Program of reform.

Pius XI, Pope. *Why Catholics Condemn Communism.* A series of illuminating excerpts from the allocutions, papal pronouncements, letters and encyclicals of Pius XI. National Catholic Welfare Conference, 1312 Mass. Ave., N. W., Washington, 1936. 42p. 10c.

St. Louis Catholic Organists Guild. *A Guide for the Catholic Organist and Choir;* summary of liturgical prescriptions. Diocesan commission for promoting correct church music, 4371 Lindell Blvd., St. Louis, 1936. 33p. Apply for price.

Summarizes regulations governing church music. Includes a guide for pronunciation of vowels, consonants and diphthongs and gives a digest of decrees of the Sacred Congregation of Rites.

Sheen, Fulton John. Five selections treating of the doctrine of the Mystical Body of Christ. Sheed & Ward, 1936. 32p. 25c.

With portrait and biographical sketch.

Steck, Francis Borgia. *The Historical Background of the Church-State Problem in Mexico.* Central Bureau, 3835 Westminster Place, St. Louis, 1936. 69p. Apply for price.

History from 1819 to date.
The Treasures of the Mass. A devotional explanation of the prayers, ceremonies and mysteries of the Holy Sacrifice, and of the benefits to be derived by devout participation. Benedictine Convent of Perpetual Adoration, 1936. 126p.

Vogel, Carl. *Begone Satan!* A soul stirring account of diabolical possession. Woman cursed by her own father, possessed from 14th year till her 40th year. . . . Celestine Kapsner, St. John's Abbey, Collegeville, Minn., 1935. 48p. 18c.

Story of a successful exorcism.
Will, Joseph. *Catholic Action Handbook*, by Joseph Will and Kilian J. Hennrich. Joseph F. Wagner, 1936. 123p. Apply for price.

Contents: Catholic Action (meaning and papal documents). Fundamental problems. The cornerstones of Catholic Action. Practical organization. Concluding remarks. Annotated bibliography.

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READING INTERESTS OF HIGH SCHOOL FRESHMEN

In these days of important changes in education the school library finds itself racing along to keep pace with modern trends and endeavoring to meet every emergency. As a result of the increased enrollments and rearranged curricula the librarian must serve a greater number of readers each day. Classes are depending less and less upon textbooks and more and more upon collateral reading.

Not so many years ago very little thought was given to the tastes or abilities of the students, or whether the class was a homogeneous group or widely diversified in interests and opportunities, but in recent years sharp digressions have caused education to become child-centered in place of subject-centered. As a result of this new education changes are taking place in technique and objectives and a new conception of the function of the school library is developing.

Reading ability lies at the foundation of the new educational scheme. "Among the most interesting developments in reading technique have been remedial measures based on scientific diagnosis. Diagnosis is not normally a part of the librarian's business. But prescription is. She, along with the teacher, must know the psychological principles that apply in puzzling cases,"¹ such as encouraging the indifferent reader, guiding the girl or boy whose reading tastes have remained undeveloped, advising the girl who craves the sensational and the lurid story and seeks it at the drug store library.

There is, therefore, much to be gained by the librarian from the diagnostic and remedial studies that have been made by schoolmen in their efforts to make effective the ultimate result of educational guidance in the choice of reading and in elevating reading tastes.

The responsibility for stimulating, improving and making permanent the high school student's interest in reading must be shared by both teacher and librarian. The initial burden of stimulating and

arousing young readers falls primarily to the teacher, but the later task of making rich stores of worth-while literature available is chiefly the function of the librarian. No high school librarian will dispute the necessity of a vital relationship between classroom and library, teacher and librarian.

If a student's initial contacts with books or magazines are unpleasant or unsatisfactory, or if a series of contacts prove unsuccessful because the reading is not suited to his capacity, needs and likes, it is but natural that such experiences should tend to separate him from the very material with which teachers and librarians would have him live. It is clear then that at this point we face the necessity of developing techniques or methods which will enable us to diagnose accurately the needs of children along individual lines in order to insure both increased interest and permanence of interest.

An important investigation² was made in recent years to discover what is in the experience of some persons which causes them to acquire and continue desirable habits of reading, and what is lacking from the experience of others that leaves them without such habits. The investigation revealed significant facts. The first is that the reading interests of boys and girls increase rapidly until twelve or fourteen years of age. Beyond that period two tendencies are observed. The one is for young people under the right kind of home and school influence to continue desirable reading habits; the other for young people, both in and out of school, to discontinue reading because of the prominence of other interests and activities. The period from twelve to sixteen is recognized . . . as a critical period in the development of desirable reading interests that persist.

Girls and boys usually enter high school between the ages of twelve and fifteen years. The age of twelve is evidently a danger period—the time when the undesirable "series" gets a fast hold. It is the adventure and the mystery in these tales that hold the boys, and accounts of home life that fascinate the girls. "There are many books that appeal to girls at this age, in the form of boarding-school stories and home stories that emphasize wealth, clothes, personal misunderstandings, and emotional crises." "The average eighth grade girl has the serial habit. Usually she has been initiated into reading through Christmas presents of cheap sets of books which tell one after other what happens to a most unreal girl with amazing pluck and spirit. The girl enters high school with the objectionable habit deeply imbedded. It takes a year to break off this type of reader from the craving for continued action of "Ruth Fielding" and her associates.³ One way to overcome the influence of these books is to crowd them out with better books which appeal to the same emotional interests.

² Gray, W. S. and Munroe, R. *The reading interests and habits of adults.* Macmillan. 1930.

¹ Fargo, L. F. *The library in the school.* A. L. A. c1933, p. 89.

Personal interviews with individual students will reveal preferences for favorite books and authors, interests in home, school and parish, the amount of leisure time and family background. This conference might further serve the librarian as a basis for personal recommendations and suggestions, for a richer and more varied reading program. If the student has already acquired some tastes in reading, and they are worthy ones, she should encourage him to follow these. If she perceives an opportunity to suggest tangent interests she should grasp the chance at once. For instance, a girl confirmed in the habit of reading mystery stories can be drawn out of her fascinating sphere and led into an alluring world of travel and adventure. "In Desert and Wilderness" by Sienkiewicz and Verne's "Around the World in Eighty Days" might be recommended as interesting substitutes for Van Dine and Temple Bailey. Interest in stories of history and adventure, if properly guided, will very quickly develop into easy biography. "The Story of My Life," "Up From Slavery," "Invincible Louisa" should make easy beginnings. The one who has become an enthusiastic devotee to novels and short stories may be guided, perhaps reluctantly at first, into broader and more fertile fields, and encouraged to read poetry, or collections of expository material, such as essays, travel, and biography. At any rate, just as soon as the student evinces sufficient interest, whether in one or more types of books, whether of average or cultivated tastes, he is ready for added experiences, and should be given a motive for exploring new realms of reading matter.

Those most difficult to guide are the indifferent—the extreme type who seem to have no definite likes but plenty of dislikes. They will tell you frankly that they do not like to read. When reading is made compulsory they are the kind who read the parts of a book, probably a chapter or two at the beginning, a few pages further on to determine the progress of the story, and the last chapter to get the final issue. This type requires much patient, persevering and carefully-planned guidance.

Studies show that only one per cent of the entire enrollment of high school freshmen actively do not like to read. Usually some of this group are physically defective, some are mentally handicapped, and some have not had their reading tastes developed. A special effort should be made to acquaint these boys and girls with various types of interesting, wholesome reading materials, thus broadening their range of interest in reading. They must be given a motive for reading—something that will pay them for their effort. Indian life with an element of adventure as, "With Hearts Courageous," "Mangled Hands," or stories of the frontier and pioneer life as, "Scouting With Daniel Boone," "Calico Bush,"

"Young Trailers," might kindle the spark that will arouse a reading interest. Sometimes a mystery story will do the trick and elicit voluntary reaction. It has been well said that "it is better for a pupil to read and enjoy one book (even if it is a mystery story) than it is to try to force him to read a dozen of higher quality." In all cases individual differences in reading should be carefully considered in suggesting quality as well as quantity in reading.

Objectionable features in magazine reading among many high school students make it imperative that our Catholic high schools provide for systematic reading of periodicals to develop an appreciation for better magazines, especially those of literary value. Foremost among these should be our Catholic periodicals: *Queen's Work*, *America*, *Commonweal*, the *Sign*, *Catholic World*, *Catholic Action*, *Ave Maria* and others. Much information of a current nature, always in demand for reference and study clubs, can be secured through no channel other than these periodicals. Every high school librarian will acquaint the patrons of her library with the *Catholic Periodical Index*, a valuable and almost indispensable reference tool in any high school library.

In conclusion, varied devices and measures should be used to interest the various types of readers, to give them a motive for exploring new and richer realms of books, and to provide for keen interest and elevated tastes in reading. In order to achieve satisfactory results, the earnest cooperation and persistent efforts of both teachers and librarians are necessary.

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NEWS FROM THE FIELD

A great deal of favorable comment has gone the rounds with regard to the attractive format of the Catholic Book Club's Newsletter. The illustration of the Club's headquarters makes one yearn for the opportunity to browse among the hundreds of new books waiting for inspection.

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Miss Catherine McRaith, formerly librarian of Carroll College, Helena, Montana, has assumed her new duties as head of the circulation department, Villanova College, Villanova, Pa. Miss McRaith's position at Helena is now held by Miss Helen Lally, who was previously connected with the catalogue department of Holy Cross College, Worcester, Mass. Both young ladies are graduates of St. Catherine's Library School.

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Miss Anne Marie Cieri has joined the library staff of the College of New Rochelle.

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WANTED

Issue of *The Sign* for April, 1929. Sister Marie, Librarian, Nazareth Junior College, Nazareth, Ky., would also like to exchange duplicates of *America*, *Commonweal* and *The Sign*.

¹A reaction to the drug store library in *The Catholic School Journal*. 85:6-148. June, 1985.